

First Grade Unit of Study – Determining Importance in Nonfiction Text

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Duration: 6 weeks

Goal of Unit: Readers use text features to distinguish the differences between fiction and nonfiction.

Additional Goals of Unit:

- 1) Readers use their knowledge of narrative and expository text features to make predictions about text organization and content.
- 2) Readers record their response to new learning and find examples of nonfiction text conventions.
- 3) Readers use text features to locate specific information
- 4) Readers research to answer questions and synthesize text for themselves and others.

Possible Text for Unit:

I Can Read About series

Read and Discover series

Eyewitness Books

Staten Island Young Advance

National Geographic for Kids

Time for Kids (2nd grade has these!)

Yahooligans.com (print pages needed)

Week One: Readers use their knowledge of narrative and expository text features to make predictions about text organization and content.

Introduce organization of nonfiction by revisiting fiction. Hold up fiction book and ask children to list what they learned about how fiction books are organized. (Beginning, middle, end, characters, setting.)

Free exploration of nonfiction texts. Have many different nonfiction books available for students to freely explore and look through. Discuss what they noticed about the books and how they are organized. (Key point – they give us information on a topic, ex. Bugs)

Model how you as a reader make predictions about a nonfiction text – key difference in fiction you predict kinds of things that will happen, in nonfiction text you predict kinds of things you will learn.

Begin creation of Venn diagram to compare/contrast fiction and nonfiction AFTER you have students work in partners to create. (see activities)

Model how you as a reader activate your schema prior to reading a nonfiction text. Example, book on Bats. Make quick web to activate your schema and list things you know. Explain that there are certain words you would expect to see in a book about Bats and activating your schema helps you get ready to read.

Activities for Students: (Reading with Meaning pg. 146)

- * Students bring nonfiction book they haven't read to partner read. They make predictions in writing about what they expect to learn then read text with partner.
- * Students classify their books in their reading bags into two piles – fiction and nonfiction. During share they should tell what they noticed about their reading materials. Did they have all fiction? Did they have all nonfiction? What does that tell them about themselves as readers?
- * Students bring one nonfiction and one fiction book to work with partner. Partnerships study the books and create a Venn diagram that shows the two books' differences and similarities. Do this the day you will create class Venn diagram.

Week Two, Three & Four: Readers record their response to new learning and find examples of nonfiction text conventions.

- Model/share how you as a reader react when you learn something new and exciting from nonfiction text. Begin chart of response words such as – Awesome, Wow, Cool, Yuck, That's Disgusting! etc.
- Continue to read aloud nonfiction text and create coding for post it notes to record what we have learned – NL = new learning.
- Continue to read aloud nonfiction text and add to the coding – Title of Book and page number information was found on. Model how this helps you as a reader go back and quickly find the information to reread.
- Introduce convention notebooks (12 sheets of paper stapled together with plain paper cover). Introduce and model first convention in nonfiction text – labels. Labels help the reader identify a picture or photograph and/or its parts. Find and use for read aloud a text that has a label. Think aloud to state the purpose of labels and model how to record the example in their convention notebook. Write title of text, page # found on. If they can't find on they can make one up by drawing in book.
- Introduce each day a new convention from page 149 RWM and have children continue to add examples found to convention notebooks.

Activities for Students: (Reading with Meaning pg. 149)

- * Use of Fact/Response T Chart to record their responses to new learning. (Ex., Camels have 3 eyelids. That's cool. I wonder why they need to have 3 eyelids.)
- * Decoration of cover of convention notebooks.
- * Ongoing work in convention notebooks for each of the conventions listed on page 149 of RWM (labels, photographs, captions, comparisons, cutaways, maps, types of print, close-ups, table of contents, index, glossary)

Week Five: Readers use text features to help them locate specific information.

- Model creation of “wonder card questions” (RWM 150) Tie in to nonfiction writing unit and model good research questions. Have students use wonder box to list their questions. Sort through questions for use in wonder box.
- Model what you as a reader do when you want to find out specific information. Model how you think about certain questions – (what do I already know about topic, what type of book or source will help me best, where will I find the information, etc.)
- Model use of text features – index, table of contents to quickly locate information.
- Model use of yahooligans.com to locate information.

Activities for Students:

- * Using wonder boxes as they read to record questions. (graphic organizer)
- * Give students wonder boxes created by other students and have them read to find information to answer questions.

Week Six: Readers research to answer questions and synthesize text for themselves and others.

- Model how you choose questions to find answers to. Take your questions and model putting them in order of importance to you. Which ones do you really care about the most and want to research.
- Model what you as a reader do AFTER you have looked through all your sources.
- Model different ways to share what you have learned with others (RWM pgs. 151-154)

Activities for Students:

- * Give students time to explore and research topics of interest to them. Have them choose three or four questions that they care about most. They put them in order of importance to themselves, and then set about researching to find the answers.
- * Students record their findings in reading response notebooks and on various graphic organizers (created for this unit)

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